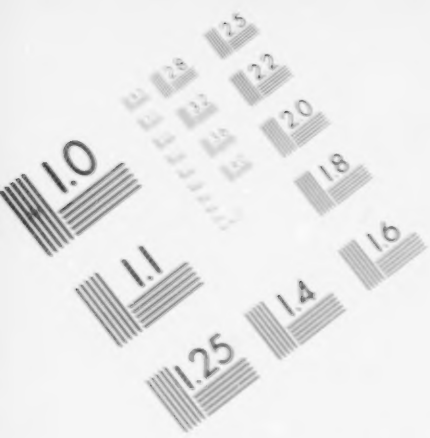

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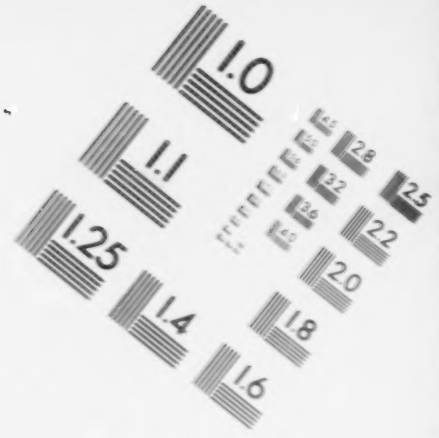

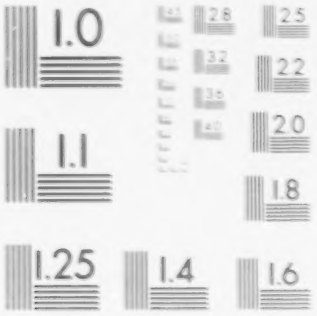

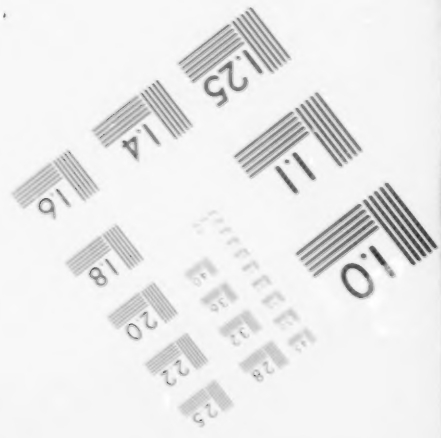

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ABSTRACT

A practicum intervention was designed to increase the motivation of seventh graders in a small, non-urban school system in the southeastern United States. Many of these students exerted little effort to succeed in school by completing homework, studying lessons, and participating in classroom activities. A series of staff development workshops were held for the purpose of improving teachers' knowledge of motivational problems, causes of low student motivation, and methods of instruction. Practicum evaluation data indicated that the intervention was effective. Appendices provide a questionnaire used in documenting the problem, a weekly assessment log of teacher application of workshop ideas, pre- and post-teacher surveys on academic motivation, and a self-evaluation instrument for teachers to use in assessing their motivational practices. (Contains 17 references) (RH)

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Improving Academic Motivation In Seventh Grade Students Through Staff Development for Teachers

by

Donald Graham Mobley

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A Practicum I Report presented to the
Ed. D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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May 31, 1990

This practicum report was submitted by Donald G. Mobley under the direction of the adviser listed below. It was submitted to the Ed. D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Date of Final Approval of Report

Georgianna Lowen, Ed. D.
Adviser

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ABSTRACT

Improving Academic Motivation in Seventh Grade Students Through Staff Development for Teachers. Mobley, Donald G., 1990: Practicum Report, Nova University, Ed. D. Program in Early and Middle Childhood. Descriptors: Student Motivation/Motivation Techniques/High Risk Students/Teaching Styles/Classroom Environment/Intermediate Grades/Middle School/Academic Achievement/Self-Esteem/Cooperative Learning/Staff Development/Teacher Effectiveness

This practicum addressed the problem of low academic motivation in seventh grade students. Many exerted little effort to achieve success in school. Less than half completed homework, studied, or participated regularly in class activities. Only one third of all seventh grade students exhibited overall high academic motivation.

Motivation is an important factor in the process of learning. Therefore, the first goal of this practicum was that students in the seventh grade would improve their academic motivation. The second goal was that teachers of these students would have an increased knowledge base covering causes of motivational problems and teaching strategies for the prevention and intervention of these problems. In order to attain these goals, the writer created and implemented a series of staff development workshops designed to increase students' academic motivation through improving teachers' knowledge of motivational problems, causes, and methods of instruction.

The results of the practicum were positive. All teachers demonstrated a significant increase in their knowledge of causes of low academic motivation and the application of instructional techniques needed to prevent or intervene in these situations. The teachers also improved their teaching styles by becoming more conscious of their own use of motivational practices. As a result of improved motivational instruction, the level of students' academic motivation increased significantly. The practicum results proved that a staff development program that addresses elements of motivation can improve the level of enthusiasm in students and teachers as well.

CHAPTER I

INTRODUCTION

Description of Community, Work Setting, and Writer

The setting for this practicum was a middle school in a small, non-urban school system located in the southeastern United States. The population of the city served by the school is approximately 10,000 people. This city is the government and business center of a county whose population is approximately 21,300 people.

Set amid a diversified agricultural and manufacturing community, the school serves families who depend upon agriculture and business for employment and economic stability. The socioeconomic levels represented by the area's citizens span a gamut from very high to very low. However, many of the families living within the city and county are categorized at varying points between these extremes.

According to the 1980 census, the ethnic distribution of the county was 69.3 percent White and 30.7 percent Black. With an enrollment of 950 students in grades five through eight, the middle school's population of students consisted of 56 percent White and 44 percent Black.

The students involved in this practicum comprised the entire seventh grade population of the middle school. Enrolled were a total of 198 children with an age span of 12 to 14 years. Performing on or above grade level in reading and math were 87 students, while 111 students were below grade level in these subjects. Of the total number, 98 were male, and 100 were female. The ethnic distribution showed 116 White students and 82 Black students.

Beginning with the 1986-1987 school year, the seventh and eighth grades of the school were reorganized into the middle school concept of education. As a result, each grade level was divided into two equal teams of students. Each team was further divided into four classes in which students were grouped according to ability. The students on the teams were taught by four academic teachers in the areas of English, reading, math, and science. These teachers also instructed the four classes in social studies. Some students on the teams received remedial instruction from two additional teachers in the subjects of reading and math.

The ten teachers serving these 198 seventh grade students ranged in age from 26 to 55 years. Four were male, while six were female. The ethnic distribution showed that eight were White and two were Black. Six of

the teachers had Bachelor's degrees, three had Master's degrees, and one had a Six Year Specialist degree. Of these ten educators, five had less than ten years of teaching experience, while five possessed more than ten years of experience. Nine out of ten were members of various professional educational organizations, but only four subscribed to professional journals related to their specific area of instruction.

This writer has spent his eight years of teaching within this school system. After earning a Bachelor's degree in Vocal Performance, the first four years of his career were spent as a choral director at another school within the system. During these years, he earned his Master's degree in Music Education. Further post-graduate work was done in the area of middle childhood education with a concentration in language arts.

For the past four years, he has been a seventh grade English teacher and Chairman of the English Department for his middle school. He instructed the one hundred seventh grade students on his team in the areas of English grammar, composition, spelling, and speaking skills. The writer also taught one class of accelerated social studies students in world geography.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Most children begin their years of education with some sense of excitement and enthusiasm for learning. However, by the time they reach the middle or intermediate grades, the enthusiasm has faded for many of them. They have allowed other interests to occupy their attention. As a result, their academic motivation has sharply decreased or disappeared entirely.

Since school seemed to no longer be a priority for many of the students in this practicum, their academic achievement was adversely affected. They no longer exhibited enthusiasm about learning. Many came to class unprepared with necessary materials. Often, a book or notebook was missing, and homework assignments were incomplete or not done at all. Many of these students showed little or no effort in class participation.

This lack of concern was a major cause of poor academic achievement in daily work and on tests. A circle had evolved in which unconcern for school work resulted in poor performance which often led to low self-esteem. Low self-concepts prevented students from

being able to see the need for concern about their academic achievement. With this circle of negatives at work, little hope existed for any significant achievement in school.

The process of learning can be an exciting and rewarding experience at any age. However, much of its success depends upon the efforts of the students and the teachers involved. If the local situation was to be improved, a significant increase was needed in the number of seventh grade students exhibiting individual effort, interest in learning, and academic success.

Briefly stated then, the problem was one of low academic motivation in many seventh grade students. These children were not expending individual effort in order to achieve academic success. As a result, their poor academic achievement had a negative impact on their self-esteem.

Problem Documentation

Throughout the writer's teaching career, he had observed that many middle school students possessed a problem with academic motivation across the curriculum. While discussing the problem with colleagues, all concurred that motivation in many students was lacking.

To provide actual evidence in support of the problem, ten seventh grade teachers were asked to respond to a questionnaire designed to measure attitudes about the academic motivation of their students. A copy of this instrument is attached in Appendix A. The results from the teachers' responses are presented in Table 1.

Table 1

Academic Motivation in Seventh Grade Students

Trait	No. of Students
Exhibits competitive nature on tests	50% or less
Exerts effort to improve on previous work	50% or less
Completes homework, studies, and participates in class	50% or less
Possesses overall high academic motivation	30%

The observations and responses of these professional educators provided concrete evidence that a problem existed in the academic motivation of many of the 198 students in the seventh grade.

Causative Analysis

The problem of students lacking the motivation to expend individual effort in order to achieve academic success seemed to have several causes involving both the students and the teachers.

One major cause of low academic motivation was the failure of students to believe that their own efforts could produce successful outcomes in their academic work. If students are to exhibit motivation to learn, they must believe that their efforts will result in success. Expending effort increases the chance for successful performance which then promotes good self-concept.

Other important contributing factors stemmed from unstable or poor home environments. When a child receives little or no encouragement to excel from those responsible for him, he has no model from which he can develop his own sense of internal motivation. Often, the problems of an unstable home environment take the attention, energy, and enthusiasm of children away from learn-

ing. Many of these students are so distracted by situations involving home and family that subjects taught in the classroom may have little attraction for them.

Another cause of problems in the academic motivation of students was the failure of some teachers to realize the dramatic effects that they could have on the performance of their students. Too often, some teachers enter the classroom poorly equipped with a good understanding of the needs, abilities, and motivational levels of their students. These teachers are lacking in the strategies necessary to prevent or resolve motivational problems. Consequently, teacher efficacy plays a dominant role in many cases involving poor student motivation.

Relationship of the Problem to the Literature

Many professionals have realized the importance of motivation to learning. As a result, a wealth of literature from research and practical application can enhance one's understanding of the facets involved.

According to Grossnickle and Thiel (1988), many educators perceive motivation to mean the application of incentives to arouse student interest in order to attain desired goals. Brophy (1987) establishes operational definitions of motivation as a general and a specific

trait. He believes that motivation to learn as a general trait is a value of learning as a worthwhile and satisfying experience within itself. Brophy's idea of motivation to learn as a specific trait is a state in which the purpose is guided by a goal, reward, or intention. Regardless of the type of motivation, students must be encouraged to exert effort, concentrate on their school work, and strive for academic success.

Kolesnik (1978) believes that distinctions must be made between extrinsic and intrinsic motivation. Extrinsic motives are those originating from an external source. One is said to be extrinsically motivated when he does something in response to the desires of others or to receive a reward. Intrinsic motives, however, are those that come from an internal system of values or beliefs. One is motivated intrinsically when he does something simply because it is an enjoyable experience that provides pleasure, stimulation, or inner satisfaction.

In a recent monograph, Grossnickle and Thiel (1988) affirm the concurrence among educators and parents on the problem of low student motivation in America's schools. Hamby's (1989) review of United States Department of Labor statistics reports that more than 600,000 young people dropped out of public schools during the 1985-1986 school year. Were these hundreds of thousands of students aca-

demically motivated? For most, the answer would probably be an overwhelming "No." It is the responsibility of parents, teachers, and administrators to stimulate interest within these students and to help them realize what they might achieve through improved academic motivation.

From the literature review, it became clear that the motivational problems of students may arise from several possible sources. These include trends of the changing American family, low self-esteem and factors of the attribution theory, students' failure to see the relevance of educational material to their own lives, and teacher effectiveness.

One of the most serious contributors to the problem of low academic motivation is the changing American family. The increasingly widespread disintegration of the traditional family structure in this country is creating formidable problems and risks for many children during their formative years. Hofferth (1987) points out the significant impact that these adverse conditions have on students' academic and social behaviors. Children who are experiencing family-related problems stemming from one-parent homes, divorce, caring for themselves before and after school, poverty, or teenage mothers often find it quite difficult to exhibit any real level of motivation about their school work when faced with great problems at home.

Another cause of low academic motivation gleaned from the literature is that of poor self-esteem and its relation to the attribution theory of success and failure. Thornburg (1989) believes that a healthy self-esteem is an important key to achieving success by having confidence in one's own abilities. Possessing an inner strength that maintains a solid belief in oneself greatly increases the opportunities for academic success.

According to Hunter and Barker (1987), our culture attributes success and failure along with their effects on self-esteem to the factors of native ability, effort, task difficulty, and luck. Of these four factors, native ability and effort have been found to be the most dominant causes of success and failure. Hunter and Barker base this premise upon the causal continuums of locus, stability, and controllability. The manner in which an individual perceives these causes has a direct influence upon his self-esteem.

Locus can be thought of as the location of a cause--either internal or external. Attribution of success to internal locus can increase one's feelings of self-esteem; the internal attribution of failure may result in shame or guilt within the individual. Internal locus makes the individual the one who bears responsibility for outcomes rather than attributing the results to the external causes

of luck or task difficulty.

In direct relation to locus is stability. Hunter and Barker (1987) believe that of the four initial factors of attribution, the only one not subject to significant change is native ability. Consequently, success or failure and the resulting level of self-esteem will depend on unstable or changeable causes such as effort. If ability is a constant factor, an increase in effort can be the key to improved academic performance and a higher level of self-esteem.

The final continuum of causality in the work of Hunter and Barker is that of controllability. Of the four attribution factors, those of ability, task difficulty, and luck are uncontrollable. In contrast, the attribution of effort is quite controllable. Once an individual realizes that he can affect the level of his academic achievement through the amount of effort expended, his motivation and level of self-esteem have potential for increasing. In many observations, this writer has found that successful people usually exert great effort. These individuals believe that when they expend effort which they control, they will experience success.

Therefore, if students are to improve academic achievement, they must realize that their own efforts are important to the level of success attained. They must be-

lieve in themselves to the degree of maintaining a healthy self-concept of "I can" instead of "I can't." Once students believe in the equation of SUCCESS = ABILITY + EFFORT, a major step toward higher achievement through improved academic motivation will transpire.

A third cause of low motivation among students is their failure to see the relevance of educational material being presented. In today's society, youth are bombarded by diversions to fill their minds with things other than achievement in their academic work. Many students feel that school is just a place where they are forced to attend classes. These are the students who exhibit low academic motivation as a result of not seeing the relevancy or importance of the subject matter presented in school.

DeBruyn (1989) reminds educators of the great importance of communicating to students the purpose of the lessons and how the material can affect their lives. Too often, lessons are presented without proper techniques to link the material to real life situations. When this happens, students sometimes have little understanding of why lessons are being learned. Communicating the purpose of learning helps students to understand why learning must take place. Explaining "why" is important because it helps students make a personal connection between themselves and the subject.

Once students can see why they are learning material and how that material can benefit them, a much greater chance exists for the level of interest to increase. For example, as a student realizes that his usage of standard English in the job market will increase his chances of being hired in many situations, the importance of English becomes much more relevant to him since it now can affect his employment.

A final cause of low academic motivation gleaned from the literature is that of teacher efficacy. Too often, students' motivational problems are not all their own fault. Many are caused by ineffective teaching.

According to Ashton and Webb (1986), the sense of teacher efficacy refers to the teacher's expectations of whether or not he can help students learn. These expectations influence the planning and execution of lessons as well as the overall atmosphere conveyed by the teacher to the students. For example, a teacher with a low sense of efficacy avoids lessons or activities with which he is uncomfortable or he perceives to be beyond his capability. His own inadequacies with the subject or with teaching in general prevent any significant degree of motivation or learning to transpire. One cannot inspire others to learn when he is not knowledgeable or comfortable with the material that he is teaching. Too often, eager students'

enthusiasm is diminished by a careless or inadequate teacher who is not properly equipped to teach the material.

In contrast, a teacher with a strong sense of efficacy believes that he is capable of having a positive effect on student performance. Foremost, he is a teacher who completely understands his subject matter and is not afraid to employ different techniques of instruction in order to obtain maximum results from his students. This type of teacher chooses challenging activities and is highly motivated himself. He becomes engrossed in the teaching situation and experiences pride in the accomplishments of his students.

Therefore, teaching efficacy refers to the teacher's perception of the extent to which he believes that teaching can affect student performance. A teacher with a low sense of efficacy might believe that some students cannot or will not learn no matter what any teacher does to try to help. A teacher with a high sense of teaching efficacy believes that all his students are capable of learning.

The sense of personal teaching efficacy refers to an individual's evaluation of his own abilities as a teacher. The perception that one holds of his own teaching competence naturally influences instructional and management techniques employed. If a teacher doubts his ability to manage classroom behavior, teach the subject matter in depth, or to

motivate students, he is doubting his own sense of effectiveness.

If teachers do not believe that they can make a difference in the lives of students, the chances are great that those teachers' classes will be of a low motivational level. Thus, the attitudes, efforts, and motivational level of the teachers can be a major factor in the academic motivation of their students.

This interdisciplinary literature review addresses several important aspects of learning. The psychological constructs of motivation and causal attribution of success and failure deal with the human need to relate achievement or failure to certain causes. The sociological role of the home and family environment in academic performance is becoming one of the greatest problems in student motivation. The importance of self-esteem in affecting academic motivation cannot be ignored. Of equal importance is the presence of knowledgeable, well-trained teachers in the classrooms. Teacher effectiveness is closely related to students' academic performance and overall motivation.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

Motivation is an important factor in the process of learning. In order for students to experience a degree of academic success, it is necessary for them to be motivated. Therefore, the first goal of this practicum was that students in the seventh grade would improve their academic motivation. The second goal was that teachers would have a knowledge base covering causes of motivational problems and teaching strategies for the prevention and intervention of these problems.

Behavioral Objectives

The efficacy of teachers can have a dramatic impact on the motivation of students. With this in mind, the writer developed the following three prerequisite objectives focused on teacher performance, while the final objective was aimed at student achievement.

1. Eight out of ten teachers will be able to identify and discuss four major causes of low student motivation on a post assessment with 100% accuracy.

2. Eight out of ten teachers will be able to describe at least three new motivational techniques used in their classroom on a post assessment with 100% accuracy.

3. Eight out of ten teachers will score 85% or above on a final self-evaluation of their motivational practices.

4. As a result of increased teacher awareness of motivational strategies, 30% of the students exhibiting overall high academic motivation as measured by the problem documentation questionnaire will be increased to 50% or more as measured by a final teacher survey.

Measurement of Objectives

In order to provide a basis for comparison, the teachers participating in the staff development workshops were to be asked to complete a written Pre-Practicum Teacher Survey on Academic Motivation (see Appendix C). This survey was developed to discern the scope of knowledge on motivational problems and techniques held by the teachers prior to the practicum. Participants were also to complete the Teacher Self-Evaluation of Motivational Practices as a preassessment of their individual teaching styles before the practicum (see Appendix E).

Upon completion of the series of workshops, conferences, and observations, a Post-Practicum Teacher Survey on Academic Motivation was to be administered (see Appendix D). The purpose of this survey was to evaluate the knowledge base increase among the participants in regard to the academic motivation of their students. The Teacher Self-Evaluation of Motivational Practices was also to be given as a postassessment of the teachers' impressions of their own motivational techniques (see Appendix E).

The first objective was to be measured by the teachers' responses to Question 2 of the Post-Practicum Teacher Survey on Academic Motivation. This open-ended item allowed for identification and discussion of four major causes of

low student motivation.

To measure the second objective, responses to Question 3 of the same survey were to be analyzed. Each teacher was to be asked to describe three new motivational techniques utilized in their classroom during the practicum.

Objective three was to be measured by participants' scores on a final Teacher Self-Evaluation of Motivational Practices (see Appendix E). Teachers were to respond to a series of questions designed to reflect the degree to which their teaching stimulated student motivation. Each question had three response frequencies of differing numerical value. The values of all questions were to be tallied to determine the percentile score of motivational practices for each teacher.

The fourth objective was to be measured by a comparison of workshop participants' responses from Question 11 of the Problem Documentation Questionnaire (see Appendix A) and Question 7 of the pre-practicum and post-practicum teacher surveys (see Appendices C and D).

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

In order for successful academic achievement to transpire, some degree of motivation must be present. A review of the literature provided many valid techniques for improving academic motivation among seventh grade students.

One possible solution to this problem was to educate students about the effects of the attribution theory of success and failure. A critical factor involved in academic motivation is the amount of effort expended by students and teachers alike. Hunter and Barker (1987) describe the attribution theory as a constant search for the causes of success and failure. Our culture attributes success and failure to the factors of ability, effort, task difficulty, and luck. Of these four causes, the only one completely under our control is effort. We can determine the amount of effort to be expended on any given task. According to Hunter and Barker, if students are to exhibit motivation to learn, they must believe that their effort will result in success. Of course, the task difficulty should be commensurate with the native ability of the

students. Expending effort increases the chance for excellence in performance which then promotes good self-esteem. When one feels good about himself, the desire to achieve increases.

A second solution was based on increasing the self-esteem of students. This concept is supported by Greene and Uroff (1989) who believe that improving one's self-concept will usually produce greater desire for achievement. They advocate an educational environment in which students receive attention, acceptance, appreciation, and affection. According to Grossnickle and Thiel (1988),

> Even the best seeds (students) must be provided with suitable soil and an environment that nurtures the growth process. . . .Despite unfavorable home circumstances, students can and do flourish when supported by the care and concern of a single teacher--or better yet, a team of teachers. The warmth of a teacher dedicated to providing personalized attention and believing in and affirming the potential of every student can make the difference between positive self-esteem and chronic, unchallenged failure. (pp. 51-52)

Another solution supported by Brophy (1987) and Kolesnik (1978) was the employment of extrinsic incentives. By offering rewards, teachers can create a link between successful task performance and something of value to the students. Brophy stresses that these incentives should be awarded so that attention is focused on developing knowledge and skills instead of only on the rewards themselves. By utilizing extrinsic stimuli at first, a foundation can be created from which students' own intrinsic motives might grow.

A fourth solution involved building upon any existing intrinsic motivation in students. Brophy (1987) believes that academic activities which incorporate elements of play, novelty, fantasy, or game-like features can transform routine assignments into more enjoyable experiences through which students will likely develop greater skill and interest in learning. Glickman (1981) also supports the presence of play in the school curriculum. Play as a viable educational enterprise in the United States has followed an unstable course of popularity and disdain. Too often, many educators seem threatened by situations in which they are called upon to relinquish their grip upon class structure so that play might have a place. In a time when hundreds of thousands of youth are becoming disillusioned with school and learning, perhaps the employ-

ment of play could help keep them in school and make their education a more enjoyable, relevant experience from which they might benefit.

Cooperative learning seems to be an influential factor involved in increasing students' academic motivation. Slavin (1989) points out that learning in cooperative groups is a technique possessing a sound research base and many structural forms adaptable to various classroom situations. Kagan (1989) advocates the structural approach to cooperative learning as an important instructional method based upon content-free social interaction structures within the classroom. Emphasis is not placed on activities, but rather on methods of social grouping which provide learning experiences that are beneficial to academic as well as social objectives. Once these structures are mastered by teachers, they can be utilized repeatedly with most any subject matter at any grade level. By using these groupings, academic motivation can be enhanced through cooperation among peers.

A sixth possible solution offered by Smey-Richman (1988) was concerned with teaching metacognition skills to improve academic motivation and achievement. This process refers to the awareness of strategies used in one's own thinking. Often, unmotivated or low-achieving students will lack the ability to utilize critical think-

ing skills to plan, regulate, or evaluate their academic activities. Smey-Richman presents research which substantiates that skills are learned best when the students are aware of what they are doing, how they are doing it, and why it is being done. By improving their thinking skills, students can become better achievers, thus improving their self-concepts and levels of academic motivation.

A final solution to the problem focused on teacher efficacy. In a recent monograph, Grossnickle and Thiel (1988) state that teacher effectiveness as measured by the teachers' own attitudes, motivation, and efforts to motivate students is a significant factor in academic achievement. In order to improve student motivation, teachers must be equipped to prevent, intervene, or resolve motivational problems within their educational systems. Brophy (1987) supports this philosophy by stressing the importance of teacher modeling of interest in learning, motivation to achieve, and enthusiasm for the subject matter. If teachers consistently exhibit these qualities to their students, the chances for improving academic motivation are much greater.

Description and Justification of Solution Selected

In order for these numerous solutions to have a positive effect upon the problem, teachers needed to be trained to implement the strategies within their classrooms in a manner which motivated academic achievement. According to the literature review, the problem of low academic motivation among seventh grade students could be improved by increasing the awareness level of teachers about the causes of motivational problems and about the teaching strategies needed to prevent the occurrence of problems or to intervene in situations where they exist.

As a solution, this writer chose to create and implement a series of staff development workshops that were designed to increase students' academic motivation through improving teachers' knowledge of motivational problem causes and instructional techniques. Joyce, Showers, and Rolheiser-Bennett (1987) believe that the planners and participants of staff development programs should set definite objectives to be attained as results of their developmental programs. This practicum had four objectives that were expected to be achieved as a result of the workshops. With the achievement of these goals, effective staff development led to increased student motivation through improved teaching practices.

According to Showers, Joyce, and Bennett (1987), a number of educational practices affecting student learning should be the substance of staff development programs. These teacher education programs fall within the following categories: models of teaching, curriculum structure and implementation, effective teaching, and effective schools. Based on these four categories, the authors suggest that teacher education programs should provide solid models from which the participants can create their own instructional practices. They also believe that teacher training should include presentation of theory, demonstrations of new strategies, initial practice in the workshops, and prompt feedback from experts or peers. Joyce et al. advocate that teachers are more likely to keep and use new techniques if this four part process is utilized during training.

An important design for the planner of a staff development program to consider is the concept of cooperative learning. Research has shown that this technique is an effective method for improving instructional strategies among teachers. Sharan and Sharan (1987) have found that teachers who create a cooperative situation among themselves receive valuable preparation for utilizing this strategy with their students. In a cooperative learning situation, students or teachers help each other learn;

share ideas and resources, and plan cooperatively what and how to study.

By creating a staff development program on strategies of academic motivation using the cooperative learning concept, the participants should feel more a part of the process rather than passive participants. In feeling more a part of the total program, the teachers are more highly motivated to participate and utilize the information gleaned from the workshops.

This writer believes that a staff development program was an appropriate solution to the problem for several reasons. First, by improving teachers' skills in the area of student motivation, a more consistent approach was taken to improve the situation in all classes. Another reason for utilizing this solution was that all ten teachers involved had a congenial working relationship among them. This type of rapport was conducive to a successful cooperative learning experience from which positive results occurred. A third reason to formulate staff development workshops on academic motivation techniques was a concurrence among the ten teachers that a problem existed among many of the students. All teachers expressed a willingness to participate in a program to be developed as a solution for the problem.

Report of Action Taken

As a solution to the problem of low academic motivation among many of the seventh grade students, the ten teachers participating in the practicum were asked to attend one 30-45 minute workshop weekly over a period of nine weeks. These were held during the teachers' common planning time in the classroom of the writer. The workshops were focused on causes of low academic motivation and teaching strategies to prevent or improve these problems among seventh grade students.

During weeks ten and eleven, the writer had conferences and observations with the individual teachers to evaluate their implementation of motivational strategies within their classes.

In the twelfth week, all participants reviewed the instructional techniques utilized in the practicum and completed the Post-Practicum Teacher Survey on Academic Motivation (see Appendix D) and the Teacher Self-Evaluation of Motivational Practices (see Appendix E). These tools were used in ascertaining if the practicum objectives had been achieved.

During the first session, the teachers were asked to complete the Pre-Practicum Teacher Survey on Academic Motivation which was designed by the writer (see Appendix C).

The purpose of this survey was to discern the scope of knowledge on motivational problems and techniques held by the teachers prior to the practicum. The participants also completed the Teacher Self-Evaluation of Motivational Practices as a preassessment of their individual teaching styles before the practicum (see Appendix E). The results from these forms were collected by the writer so that the teachers could keep the evaluations of their motivational practices as reference guides during the practicum proceedings.

Following completion of these two evaluation tools, an explanation of the project was given to the teachers along with a review of the literature concerned with major causes of low academic motivation. Emphasis was placed on family-related situations, poor self-esteem, failure to believe that individual effort can make a difference, and teacher effectiveness. The teachers were given notebooks containing relevant information on these topics. The writer requested that the participants take the notebooks to each meeting so that they could develop their own motivational resource file from the new information presented each week.

To enhance this opening session, the writer used a subtle background of music composed by a noted authority to help listeners improve abilities to achieve success.

After many favorable comments from the teachers, each participant was given a tape and asked to use it as a technique to increase student motivation in their classes.

The following meeting was concerned with the attribution theory of success and failure. While discussing the four attribution factors of native ability, effort, task difficulty, and luck, teachers realized that native ability and effort have been found to be the most dominant causes of success and failure. The causal continuums of locus, stability, and controllability were introduced to the teachers as they learned that high achievers tend to rely more on internal locus of ability and great amounts of effort, while low achievers exhibit less effort and are influenced more by external factors.

The writer reminded the participants that students must realize that their own efforts are important to the level of success attained. They must believe in themselves to the degree of maintaining a healthy self-concept of "I can" instead of "I can't." The equation "SUCCESS = ABILITY + EFFORT" was presented to the teachers as a summary of the workshop. The teachers were asked to discuss this equation with their students as they explained the factors of the attribution theory to their classes.

At the close of this session, the writer introduced the Weekly Log (see Appendix B). Each teacher was given

a copy of the log and asked to use it for giving feedback on the workshop sessions and the application of the workshop contents in their own classrooms.

During the third session, the theme was based on improving academic motivation by increasing self-esteem in students. Teachers discussed the great power found in the ways individuals feel about themselves. Activities were designed to enhance teachers' knowledge of self-esteem in different kinds of students. It was suggested that educators should offer encouragement to help develop independent self-esteem in students rather than only offering praise which might develop students' dependencies on teachers' judgments. The participants realized that an educational environment must provide students with attention, acceptance, appreciation, and affection in order to maximize their potential achievement and self-esteem. Virginia Satir's "My Declaration of Self-Esteem" was used to summarize the importance of maintaining a good self-concept and its effects on positive achievement.

After this workshop, the teachers used the weekly log to report how they had chosen to improve self-esteem in their students. Some had class discussions about self-worth and its impact on people's lives and outlooks. Others used the power of consistent praise to make students believe in themselves more. Several teachers reported that

they had become more specific in their positive remarks by telling the students why the praise was given; this provided the students with concrete reasons for feeling good about their accomplishments and themselves.

At the next staff development meeting, teachers were presented with ways in which using extrinsic incentives could increase academic motivation. A synopsis of Brophy's (1987) synthesis of research on motivational strategies led to a discussion of preconditions necessary for learning; when, where, and how to apply extrinsic incentives; and the connection between using extrinsic factors to help build intrinsic motivation. Participants shared various ways in which rewards could be used to promote academic motivation among students. All teachers concurred that these techniques have merit, but that educators should use them more to build intrinsic motivation within the students.

The participants' weekly logs showed that the use of extrinsic incentives had a great impact upon the motivation of their students. One teacher created a system in which points were rewarded daily for following class rules and completing assignments. These points were redeemed by the students at the end of the week in a classroom store stocked with consumable items such as food, candy, and pencils. Another teacher had a Gold Star Reward System

used for cooperative behavior among an entire class. After several students suggested possible rewards, the class voted on the one they most wanted. Once the given number of gold stars had been attained by the cooperation of the students, the desired reward was given. Other teachers regularly awarded consumables, free time, or small parties as extrinsic incentives to significantly increase their students' overall level of academic motivation.

During the fifth week, the motivational workshop was concerned with using play, novelty, or fantasy to improve students' motivation. For this session, the writer chose to model three types of lessons that demonstrated how these techniques could be incorporated into instruction.

First, the elements of the game Tick-Tack-Toe were employed to review the contents of previous workshops. The teachers were divided into two teams and placed an "X" or an "O" on the board when a team member answered a review question correctly. Participants quickly adopted a friendly competitive spirit in answering questions related to what they had learned and discussed in the practicum workshops. This process was a humorous and enjoyable manner to reinforce motivational strategies while also modeling a useful classroom technique.

Next, the teachers were introduced to Bartholomew, a resident of the writer's classroom who is really a lion

puppet. Bartholomew was used to discuss the merits of employing novelty while teaching a lesson. Teachers quickly saw how instruction could be enlivened through a technique such as puppetry.

The final technique introduced during this session involved fantasy. After studying the beauty and architectural detail of George Washington's home, Mount Vernon, the participants discussed aspects of life as it must have been on the colonial plantation. Then, the teachers were asked to imagine themselves living there and to compose a story about life at Mount Vernon. This activity motivated the teachers to use their creativity and imagination to develop ideas about colonial life in America.

The three techniques presented during this session served as models of teaching strategies tested by the writer with his students. All teachers agreed that the use of play, novelty, and fantasy were valuable methods of academic motivation worthy of use in their classrooms.

Many positive results came from the participants' application of these ideas. Games such as Tick-Tack-Toe proved to be quite popular methods to review or practice skills in all classes. Creative writing activites in English and geography classes utilized the elements of fantasy as students put their imaginations to work as they completed the assignments. Puzzles also seemed to be a

favorite of students in science classes as innovative ways to master or review vocabulary terms.

At the sixth and seventh meetings, teachers were introduced to the concept of cooperative learning as a motivational technique to promote higher achievement, develop social skills, and put more responsibility for learning on the learner. Emphasis was placed on the fact that successful models of cooperative learning always include good instruction supplemented by the cooperative activities which replace individual seatwork. The structural approach to this concept was examined to make teachers aware of content-free ways of organizing social interaction within the classroom. A distinction was made between structures and activities so that the teachers would realize that various social structures could be applied to any content area objective. As a practical guide to cooperative learning, a copy of the December 1989-January 1990 edition of Educational Leadership was provided for each participant. Containing many articles on this method, the journal helped the teachers to focus on the merits of cooperative learning as a viable strategy to improve social interaction as well as student motivation.

Using the weekly log to report their progress, the teachers noted positive results in their application of these cooperative learning structures in English, reading,

math, science, and geography classes. Research papers, reviews of material, as well as regular class assignments were all made more interesting by students working together to attain goals. To heighten students' interest, some teachers offered extrinsic rewards to groups whose work met specific requirements.

During the eighth week, the workshop was concerned with teaching thinking skills to increase motivation. This session involved ways in which teachers can help students to develop their thought processes while involved in creative thinking, problem solving and decision making, critical thinking, and metacognition. The participants were asked to evaluate their own thought processes and the questioning techniques used with their students. In so doing, the teachers realized that the literal questions of who, what, where, and when elicit less complex thoughts than those of why and how. It was also stressed that children become reflective thinkers largely by following examples, thus the importance of teachers modeling good thinking skills was stressed. At the close of the meeting, teachers were asked to apply the techniques of discussion, divergent questioning, as well as creative and critical thinking situations to address problems relevant to the students. As a result, students would be engaged in developing higher order thinking while heightening their

levels of independence and motivation.

All teachers encouraged students to elaborate on their responses in class and to think beyond the obvious. Math teachers reported good results from allowing more thinking time to solve problems by concentrating on logic and strategy. Some teachers posed "What if. . .," "If you were. . .," or "What would have happened if. . ." situations for their students' writing and speaking assignments. Other teachers chose to utilize techniques such as inventors' forums and chess to increase their students' thinking skills and motivation in school work.

The topic of the ninth session was teacher effectiveness and the motivation of students. Teachers were reminded that their own level of motivation, knowledge of the subject matter, style of teaching, organization, and enthusiasm have a significant impact upon the academic motivation and achievement of their students. Discussion of teachers as role models as well as enactments of various teaching styles helped to emphasize the importance of the efficacy of teachers.

Weeks ten and eleven were spent having individual conferences and observations with the participants. The writer discussed with each teacher ways in which motivational techniques from the series of workshops were being applied within their respective classrooms. All teachers

were utilizing most techniques with individual modifications to meet their own needs. When possible, the writer visited classes to observe these motivational strategies being implemented.

During some classroom visits, it was obvious that the attribution theory of success and failure had been discussed. The equation "SUCCESS = ABILITY + EFFORT" was prominantly displayed in the rooms, and teachers referred to the success factors of ability and effort during their lessons and interaction with students. This writer observed students who had previously exerted little effort participating in class and completing assignments as a result of believing that their own effort could make a difference.

A concerted effort to increase students' self-esteem was also noted. Teachers were careful to give students consistent encouragement and praise so that the individuals might feel good about themselves and their work. Most students seemed to exhibit a healthy level of self-esteem and were comfortable with themselves and their interaction with each other and the teachers.

The observations found all teachers using some forms of extrinsic motivation as incentives. Consumables such as food, candy, or pencils were awarded for certain achievements, while some classrooms displayed charts

showing points acquired by individuals and teams for successful completion of work. These points were later redeemed for rewards.

As this writer made observations in different classes, it was refreshing to see play used to teach lessons or review for tests. Games such as Tick-Tack-Toe, Baseball, and Hangman were used often and appeared to be a favorite way to review. Time for individual or small group play was awarded in some classes near the end of the period when all work was completed. Math classes used drinking straws in geometry lessons to enjoy the facets of geometric design as they created different shapes and figures.

Several teachers used a cooperative learning approach during the observations. These professionals understood the principles of this technique and demonstrated good instruction followed by different social structures applied to their content areas. Students enjoyed the level of independence, freedom of choice, and responsibility provided by this type of cooperative learning environment.

Throughout the observations, it was noted that most teachers tried to develop their students' level of thinking by giving careful attention to the kinds of questions asked and discussions conducted. In speaking and writing assignments as well as regular student responses, efforts

were made to expand student thinking and to model good thinking skills for the students. Different strategies were discussed in problem solving in math classes, while "what if" situations were posed in other classes. Both critical and creative thinking situations were provided for student response.

Finally, the observations found most teachers to be aware of their importance as role models. Most of these workshop participants exhibited a high level of teacher effectiveness in their planning and execution of lessons, interaction with students, and use of motivational techniques.

During the final week of the implementation period, the teachers reviewed all workshop topics relating to academic motivation. These discussions helped to reinforce positive methods of student motivation that the participants had utilized within their own classrooms.

In order to determine if practicum objectives had been achieved, it was necessary to administer final evaluations to be compared with pre-practicum surveys. The Post-Practicum Teacher Survey on Academic Motivation (see Appendix D) and the Teacher Self-Evaluation of Motivational Practices (see Appendix E) were completed by all participants.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

In order to determine the degree to which the four practicum objectives had been met, the results of the post-practicum surveys were compared to those administered prior to the implementation of the staff development workshops. The results showed that all objectives had been achieved.

To determine the achievement of objective one, at least eight out of ten teachers must have demonstrated knowledge of four major causes of low student motivation. Of the ten participants, all exhibited a broad knowledge base of at least four factors that contribute to motivational problems in seventh grade students. Question 2 of the Post-Practicum Teacher Survey on Academic Motivation (see Appendix D) asked respondents to identify and discuss these causes. As they replied, the ten teachers named and discussed various aspects of the following causes of low academic motivation: family-related situations, poor student self-esteem, failure to believe that individual effort can make a difference, failure of students to see the relevance of subject matter, and teacher

effectiveness. The results from the teachers' responses are presented in Table 2.

Table 2

Causes of Low Student Motivation as Identified by Teachers

TEACHERS	Family Situations	Poor Self-Esteem	Student Effort	Subject Relevance	Teacher Efficacy
1	*	*	*	*	*
2	*	*		*	*
3	*	*	*	*	
4	*	*	*	*	*
5	*	*	*	*	
6	*	*	*		*
7	*	*	*	*	
8	*	*		*	*
9	*	*	*	*	
10	*	*	*	*	

Objective two required eight out of ten teachers to discuss at least three new motivational techniques implemented within their classrooms during the practicum proceedings. These responses were to be based upon strategies presented during the workshops. In analyzing the results of Question 3 on the Post-Practicum Teacher Survey on Academic Motivation

(see Appendix D), it was found that eight of the ten participants were able to discuss at least three motivational strategies that they had utilized with their students. The techniques that were most useful in motivating students included variations of the following: extrinsic incentives; cooperative learning; use of play; and improvement of students' self-esteem. The results for this objective are presented in Table 3.

Table 3

New Motivational Techniques Used by Teachers

TEACHERS	Extrinsic Incentives	Cooperative Learning	Use of Play	Improvement of Self-Esteem	Thinking Skills
1	*	*	*		*
2		*	*	*	
3	*	*	*		
4	*	*	*		
5	*		*	*	
6		*		*	*
7	*	*	*		
8	*		*	*	*
9	*			*	
10	*			*	

The third objective required eight out of ten teachers to score 85% or above on the final Teacher Self-Evaluation of Motivational Practices (see Appendix E). By comparing these results with those obtained before the series of workshops, it was found that a significant improvement was made in this domain. On the pre-practicum survey, five out of ten respondents scored below 85% on their self-evaluation of motivational practices. The post-practicum administration of the same survey showed that eight out of ten teachers scored above 85% when rating their use of effective practices to stimulate academic motivation within their students. Table 4 shows the results from the teachers' responses.

Table 4

Scores from Teacher Self-Evaluation of Motivational Practices

TEACHERS	Pre-Practicum	Post-Practicum
1	90%	96%
2	90%	96%
3	90%	94%
4	90%	94%
5	86%	92%
6	78%	92%
7	72%	90%
8	70%	90%
9	68%	78%
10	68%	78%

In order for objective four to be achieved, an increase from 30% to 50% or more of all seventh grade students exhibiting overall high academic motivation was needed. Eight out of ten teachers' responses to Question 7 of the Pre-Practicum Teacher Survey on Academic Motivation (see Appendix C) substantiated that only about 30% of all their students demonstrated a genuine desire to achieve before the practicum. When these results were compared to those from Question 7 of the Post-Practicum Teacher Survey on Academic Motivation (see Appendix D), it was determined that this objective had been met. Eight out of ten teachers reported that 50% or more of their students were more highly motivated to achieve after the implementation of techniques presented during the practicum workshops. From these eight responses, five participants reported that 70% of their students were more highly motivated, while one teacher responded that 90% of the students exhibited overall high academic motivation. The results of the teachers' responses are presented in Table 5.

Table 5

Students Exhibiting Overall High Academic Motivation

TEACHERS	Pre-Practicum	Post-Practicum
1	50% or more	90% or more
2	50% or more	70% or more
3	30% or more	70% or more
4	30% or more	70% or more
5	less than 30%	70% or more
6	less than 30%	70% or more
7	less than 30%	50% or more
8	less than 30%	50% or more
9	less than 30%	30% or more
10	less than 30%	30% or more

Conclusions

Motivation is an important factor in the process of learning. In order for students to experience a degree of academic success, they must be properly motivated. Therefore, the first goal of this practicum was that students in the seventh grade would improve their academic motivation. The second goal was that teachers would have a knowledge base providing information on causes of motivational problems

and teaching strategies for the prevention and intervention of these problems. As a result of the four behavioral objectives being met or surpassed, one may conclude that both goals of the practicum were attained.

While designing the solution strategy for the problem of low student academic motivation, it was the intent of the writer to reach as many individuals as possible within a program that was manageable. In order to do this, the decision was made to work through the seventh grade teachers to improve the motivation of students. By helping these teachers broaden their knowledge of motivational problems and teaching strategies, these professionals were then able to positively affect more students through the work of the practicum. Not only did the teachers and their current students benefit, but continued application of motivational techniques should be beneficial to future students as well.

Objective one was concerned with broadening teachers' knowledge of causes of low motivation among students. Since the participants' responses during the workshops and on the post-practicum evaluation met or surpassed the writer's expectations, these professionals demonstrated their ability to identify situations that lead to motivational problems. The implication is that if educators are aware of the conditions causing students to be poorly mo-

tivated, they can better understand the plight of these students and help them to overcome this problem more effectively.

The aim of the second objective was for teachers to be able to discuss three new motivational techniques used within their classrooms during the practicum. All participants responded in detail about their favorite strategies and the positive results that they had noted. The implication is that if teachers try new instructional techniques, receive positive results from their use, and are able to discuss the effects, they are more likely to continue using these strategies to motivate their students to succeed in academic work.

Objective three dealt with teachers' evaluations of their own motivational practices. A significant increase was reflected in the comparison of the pre-practicum scores and those of the post-practicum evaluations. The implication may be made that the motivational techniques presented during the workshops helped the teachers to focus more intently upon their own teaching styles to determine the degree to which they consistently utilized effective motivational practices to stimulate the academic success of their students.

The fourth objective required an increase in the percentage of seventh grade students exhibiting overall

high academic motivation. Eight out of ten teachers reported a significant increase in the number of their students who showed a high level of motivation after the practicum workshops. By focusing attention upon the teachers and their instructional techniques, the practicum worked through the efforts of these educators to have positive effects on the overall motivational levels of hundreds of students.

In conclusion, the design of this practicum and its results proved that a staff development program that addresses elements of motivation can improve the level of enthusiasm in students and teachers as well. By helping educators to become comfortable with new or modified methods of teaching, the practicum had positive effects on instruction and student performance. As a result of these teachers' cooperation and willingness to try new methods, the overall level of student academic motivation was improved throughout the entire seventh grade. These positive effects serve to reinforce the importance of motivation in the education of children. Teachers of all grade levels should consistently evaluate their teaching styles to ensure the use of effective motivational techniques as they interact with their students.

Recommendations

The writer has three recommendations for others who are interested in motivational staff development programs. First, the individual who presents the workshops serves as a role model. Therefore, it is important for this person to attract the attention of the participants by actively demonstrating the suggested motivational techniques. Second, a variety of strategies must be presented to satisfy the different needs and personalities of all teachers involved. Finally, an important part of staff development is the time during which teachers can interact with each other to share ideas, experiences, and suggestions. This kind of cooperative situation can be beneficial in providing support, encouragement, and motivation for these educators.

Dissemination

This practicum and its results are being shared in four ways. First, the structure of the program served to disseminate information to the participants through the staff development workshops. Second, the writer's superintendent and principal were given copies to be shared with other educators. Third, it is the intent of

this writer to submit portions of the practicum for journal publication. Finally, the writer will serve as an adviser to others in planning a staff development program on academic motivation.

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APPENDICES

APPENDIX A

PROBLEM DOCUMENTATION QUESTIONNAIRE

Dear Colleague,

As part of a doctoral study, this instrument has been developed in order to document attitudes about academic motivation of seventh grade students.

Please take a few moments to respond to these items. Your responses will be anonymous, and the results gleaned from them shall remain confidential.

Thank you for your participation.

Sincerely,

Don Mobley

Please complete and return to DON MOBLEY

ROOM C-12

1. Age? (circle one)

1. 21 to 25
2. 26 to 30
3. 31 to 35
4. 36 to 40
5. 41 to 45
6. 46 to 50
7. 51 to 55
8. 56 or above

2. Sex? (circle one)

1. Male
2. Female

3. Current level of professional training? (circle one)

1. Bachelor's degree
2. Master's degree
3. Specialist degree
4. Doctorate degree

4. Years of teaching experience?_____

5. Professional organizations to which you belong?

_____

_____

_____

6. Subscriptions to educational literature you are presently receiving?

_____

_____

_____

7. How many seventh grade students in your classes will try hard to do better on tests than their classmates do? (circle one)

   1. Almost all of the students
   2. Most of the students
   3. About half of the students
   4. Some of the students
   5. Almost none of the students

8. How many seventh grade students in your classes will seek extra work so that they can get better grades? (circle one)

   1. Almost all of the students
   2. Most of the students
   3. About half of the students
   4. Some of the students
   5. Almost none of the students

9. How many seventh grade students in your classes try hard to improve on previous work? (circle one)

   1. Almost all of the students
   2. Most of the students
   3. About half of the students
   4. Some of the students
   5. Almost none of the students

10. What percent of the seventh grade students in your classes show concern about their academic achievement? (Doing homework, attentive in class, studying, etc.) (circle one)

   1. 90% or more
   2. 70% or more
   3. 50% or more
   4. 30% or more
   5. less than 30%

11. What percent of the seventh grade students in your classes exhibit overall high academic motivation? (circle one)

   1. 90% or more
   2. 70% or more
   3. 50% or more
   4. 30% or more
   5. less than 30%

12. A teacher really can't do much about a student's academic motivation because most of it depends on the student's home environment. (circle one)

    1. Strongly agree
    2. Agree
    3. Neither agree nor disagree
    4. Disagree
    5. Strongly disagree

13. If I really try hard, I can get through to even the most difficult or unmotivated students. (circle one)

    1. Strongly agree
    2. Agree
    3. Neither agree nor disagree
    4. Disagree
    5. Strongly disagree

14. I use a broad variety of motivational techniques in my teaching. (circle one)

    1. Almost always
    2. Often
    3. Sometimes
    4. Seldom
    5. Almost never

15. I would be willing to participate in a workshop that is designed to further my understanding and use of academic motivation techniques. (circle one)

    1. Yes
    2. No

Thank you for your time in responding to these items.
Your participation is greatly appreciated.
Please return to DON MOBLEY

ROOM C-12

APPENDIX B

Writer's Weekly Log

Teacher_____ Week_____

Workshop content:

Teacher application of content in classroom:

Positive results:

Negative results:

Teacher feedback on workshop or motivational strategies:

APPENDIX C

Pre-Practicum

Teacher Survey on Academic Motivation

1. Do some of your students lack the academic motivation needed to work at their potential?_____

2. What are some possible causes of their low academic motivation?

3. What motivational techniques are you aware of?

4. Which motivational technique do you most use in your classes?

5. What behaviors have you observed among your students related to grades, completed homework, preparation, class participation, and eagerness to learn? Explain.

6. Do you feel that it is possible to improve your students' academic motivation?_____

7. What percent of your students exhibit overall high academic motivation? (circle one)

1. 90% or more
2. 70% or more
3. 50% or more
4. 30% or more
5. less than 30%

APPENDIX D

POST-PRACTICUM TEACHER SURVEY
ON ACADEMIC MOTIVATION

Post-Practicum

Teacher Survey on Academic Motivation

1. Did some of your students have a lack of academic motivation before this practicum?_____

2. Identify and discuss four major causes of low student motivation.

a.

b.

c.

d.

3. Describe three new motivational techniques that you have used during this practicum.

   a.

   b.

   c.

4. Which technique was most useful in your classes? Explain.

5. What improvements have you observed among your students related to grades, completed homework, preparation, class participation, and eagerness to learn?

6. Do you now feel that your students are more motivated in their academic work?_____

Why?

7. What percent of your students <u>now</u> exhibit overall high academic motivation? (circle one)

1. 90% or more
2. 70% or more
3. 50% or more
4. 30% or more
5. less than 30%

APPENDIX E

TEACHER SELF-EVALUATION
OF MOTIVATIONAL PRACTICES

After responding to all questions, add your totals in each column.

90-100 = excellent 80-90 = good

70-80 = fair below 70 = poor

	Usually 4 pts.	Sometimes 2 pts.	Never 0 pts.
1. I completely understand my subject matter so that I can give clear explanations to the students.			
2. I present the subject so that my students can enjoy and understand it.			
3. I try to see myself through the eyes of my students and make my class interesting to them.			
4. I maintain a classroom environment that is inviting, friendly, and comfortable.			
5. I have high expectations of all my students.			
6. I begin each lesson with clear objectives.			
7. I display enthusiasm about what I am teaching.			
8. I avoid ridicule and sarcasm in the classroom.			

	Usually 4 pts.	Sometimes 2 pts.	Never 0 pts.
9. I call all of my students by their names.			
10. I let students know they are missed when they are absent.			
11. I try to be understanding when students have real problems.			
12. I am flexible in my teaching plans so that I can adapt lessons to unexpected occurrences.			
13. I make lessons relevant to the lives of the students.			
14. I respect my students' individuality.			
15. I try to help each student experience success.			
16. I give my high achievers public recognition.			
17. I challenge each student to be the best that he or she can be.			
18. I use a variety of teaching strategies so that my classes are not all the same.			
19. I help each student to develop self-confidence.			
20. I help my students to develop thinking skills to know not only how to do something but to know <u>why</u> they do it.			

	Usually 4 pts.	Sometimes 2 pts.	Never 0 pts.
21. I give students plenty of thinking time when I ask questions.			
22. I provide the students with much practice on skills before I test them.			
23. I cultivate students' curiosity and creativity in the subject matter.			
24. I provide the students with prompt, accurate feedback.			
25. I place value on students' future success instead of on past failure.			